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ABSTRACT

The report presents background information and proceedings from a conference held in Bonn, Germany, in September 1977 to encourage exchange of ideas between African and German educators and government officials. Specifically, the conference served to document the increasing interest of German educators to interact with educators from the third world, to afford insight into German educational aid programs, and to suggest possibilities for cooperative research activities. The proceedings are presented in five sections. Section I explains objectives of the conference. Section II provides an overview of the meeting, identifies major problems of educational aid and joint research, summarizes discussions of plenary and joint sessions, and identifies positive results of the conference. Section III presents a paper in which Dietrich Goldschmidt of the Max Planck Institute for Educational Research in Berlin outlined prerequisites for cooperation in cross-national educational research and planning. Section IV presents a design for a correspondence course in curriculum development. The document concludes with appendices which present a conference program outline, list of conference participants, and a bibliography. (DB)

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AFRICAN-GERMAN COOPERATION IN EDUCATIONAL RESEARCH AND PLANNING

REPORT OF A MEETING HELD 6 AND 7 SEPTEMBER 1977
ORGANIZED BY DSE IN COOPERATION WITH
AFRICAN CURRICULUM ORGANIZATION (ACO)
AND
THE GERMAN WORKING GROUP ON EDUCATION AND
THE INTERNATIONAL PROMOTION OF EDUCATION(ADEIB)

BY

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1978

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INTRODUCTION

This report arose out of a study tour of African curriculum specialists and educational planners which led them to various institutions in the Federal Republic of Germany and Berlin (West). In the course of this study tour, the group met with interested German educationists as well as members of the development aid administration, in Bonn.

This report serves initially as a record of the meeting. Second, it is a document of the increasing interest of German educationists in a dialogue with their Third World colleagues.

Third, it affords an insight into the working of German educational aid to all those who are sometimes bewildered by the confusion of competencies and institutions in this field.

Fourth, the report, especially the section on possibilities of cooperation between German and African specialists, opens up new horizons to all those interested in cooperative research activities.

Finally, the practical implementation and action aspect of cooperation comes out well, especially in the working model presented for the correspondence-cum-residential basic training course for curriculum specialists. Discussions about such models already lay the foundation stone for long-term cooperation based on partnership.

The bibliography serves as a guide to further reading.

REPORT OF THE MEETING

A Meeting was held by the German Foundation for International Development at Hotel am Tulpenfeld, Bonn, on 6 and 7 September 1977. The purpose of the Meeting was to enable African and German education experts to become acquainted with each other, discuss problems relating to educational aid and joint research and development projects and conclude agreements on cooperation and exchange. Moreover, the German Foundation was anxious to consolidate and extend the basis of the longstanding cooperation between its Education, Science and Documentation Division and the African Curriculum Organization (ACO).

The African Curriculum Organization is an association of the nationally-recognized curriculum centres of African countries. ACO was founded in 1976 consequent on a Recommendation of the Conference of African Education Ministers. The ACO representatives attending the Meeting, for the main part directors of the national institutes, had previously participated in a DSE Meeting on Case Studies on Basic Education and had taken part in a study tour of the Federal Republic of Germany (see Appendix).

Among the participants at the Meeting were a number of German education experts who, with the help of DSE, had joined together to form the German Working Group on Education Research and International Educational Development (ADEIB). ADEIB proveded a basic paper on the correspondence course planned by ACO for the further training of personnel of the African curriculum centres as well as a draft plan for cooperation in the field of educational research. The Meeting was also attended by representatives of the German Federal Ministry for Economic Cooperation and the German Agency for Technical Cooperation (GTZ).

The Meeting was divided into several parts (see programme). Part I was devoted to a description of German educational aid policy presented by a representative of the

Federal Ministry for Economic Cooperation, Dr. G. Kerckhoff. In Part II the reflections of ADEIB on possible forms of cooperation in education research were presented by Professor Dietrich Goldschmidt of the Max-Planck Institute for Education Research in Berlin (West). Part III took the form of a discussion on the correspondence course which ACO intends to establish for its members at the Kenya Institute of Education. The documents prepared for this by the German educationists are included in the Appendix.

Dr. Kerckhoff devoted much attention to the so-called "crisis" in educational aid. He emphasized that in many countries, including the Federal Republic of Germany, a close relationship had often existed between certain important fields of the education system and educational aid. Strong emphasis on an interrelationship between the need for education and the need for educational aid had been typical of thought in the sixties. However, some important social aspects had not been given sufficient attention; for example, impossible hopes had been awakened in the population and the expansion of the education systems in countries of the Third World and in federal Germany had incurred costs which the national economies had not always found easy to bear. At first, elements of the German education system had been transferred to Africa within the framework of German educational aid. Experience gained in the vocational schools had shown however, that although this practice had in general proved effective, it was not appropriate in every case. As regards regional emphasis, German educational aid in the field of higher education had initially been focussed on Latin America in view of the longstanding relations already enjoyed with that region. It was only at the beginning of the sixties that the sphere of activity had been broadened to include Africa, whereby aid had generally taken the form of financial support for the establishment of new institutions.

As regards the promotion of secondary education, it was decided that this sphere would be accorded no priority in German educational assistance policy, a decision which was in conflict with international practice at that time. This did not, however, apply to projects in the sphere of primary education, whereby difficulties still were encountered as regards finding partners interested in cooperation.

In the light of this experience, Dr. Kerckhoff welcomed the long-term cooperation planned between the DSE and ACO and also the proposal of the German education experts to enter into negotiations with their African colleagues on education research. Dr. Kerckhoff went on to describe the budgetary structure of the Federal Ministry for Economic Cooperation and distinguished three types of aid: bilateral aid, multilateral aid (UN and UN Specialized Agencies, etc.) and funds granted to non-government development institutions in the Federal Republic of Germany. As regards applications for aid on the part of ACO, such applications would have to be submitted via governmental channels since ACO itself was an organization comprising representatives of the respective governments. For this reason it would be expedient if the members of ACO would intensify cooperation among themselves, all the more so since German education aid policy was in principle particularly favourable to projects on a regional level, especially in the case of African countries. This would also include support in the planning of joint projects of the institutes which were members of ACO. On the German side it would be necessary to identify which educational aid institutions in the Federal Republic (DSE, political foundations, etc.) might be willing to act as partner organization to ACO for the various measures envisaged. As far as the application for financial support of the secretariat of ACO was concerned, Dr. Kerckhoff envisaged little likelihood of its being approved, especially in view of the fact that in the interest of maintaining its autonomy, the secretariat of ACO should in his

opinion be financed by its member institutions.

Professor Goldschmidt also dealt with the historically-founded uncertainties as regards educational aid in his paper entitled: "Cooperation in Education Research and Education Planning Between the Developing Countries and the Federal Republic of Germany." After having gained their independence, the African states had initially based their education systems on those of the northern hemisphere but had recently attempted to tailor the structure of their systems to their own needs. In accordance with these trends, the Federal Republic of Germany had initially provided both material and personnel educational aid which had been in line with that customarily found in the German general and higher education systems and the vocational training system. Aid in this form had often only partly achieved its purpose simply because it was ill-adapted to the conditions prevailing in the developing countries. Doubts had arisen from this situation both in Africa, where there was fear of foreign cultural infiltration, and in the Federal Republic, where reservations prevailed as to the suitability of the aid offered. At the same time, however, some trends were appearing in African states, e.g. Africanization and ruralization which were relevant to the discussions on the local education systems and could contribute to redefining the relation between theoretical and practical learning. It would be expedient to exploit these possibilities. It was regrettable to find how ill-informed the German education world was as regards the developing countries. ADEIB was for this reason working on the preparation of a memorandum on the present situation, stressing above all the inadequacies of German education insofar as these were relevant for the countries of the Third World, primarily with a view to rendering attractive the idea of a somewhat more detailed study of experiences, attitudes, and research in both the countries of the Third World and the Anglo-Saxon countries and France for the benefit of German education circles. (For details on the

envisaged nature of such a study, see Professor Goldschmidt's paper in the Appendix.)

Professor Goldschmidt made three practical proposals: firstly, studies programmes designed to favour the required mutual acquaintance with education systems which would show education as the prerequisite to cooperation and aid in the solution of outstanding problems in the field of research and planning; secondly, research programmes designed to promote education research projects in which African and German researchers would work in cooperation; and thirdly, action programmes serving to intensify the promotion efforts of the Federal Republic of Germany in connection with the development of the education systems of the countries of Africa.

Envisaged in the context of the studies programmes were information trips by African experts and educationalists with a view to establishing contact with institutions and persons in the Federal Republic and similar trips to African countries by German experts and educationalists. It was also envisaged that seminars, lectures, and other informative meetings would be organized and that lecturers in higher education would be enabled to spend some time in the partner country for study purposes with a view to coming closer to the solutions to problems relevant to their work at home. Furthermore, possibilities of establishing an institutional framework should be looked into. The dissemination of both published and so-called grey literature should also play a role in the studies programmes.

With regard to the research programmes, Professor Goldschmidt made reference to specialized conferences and joint empirical projects in Africa. The action programmes incorporated virtually all measures which were normally considered to be inherent in the term educational aid as well as projects to promote courses on the curriculum planning.

Turning to the financing of the research programmes, Professor Goldschmidt informed the Meeting on the customary procedure which German researchers had to follow in order to obtain aid from the German Research Society (DFG). In accordance with the agreement reached between DFG and the Federal Ministry for Economic Cooperation in April-May 1977, DFG would bear the personnel and material costs and BMZ would meet those costs of the cooperating researchers in developing countries which were not covered by DFG in its regular programmes. When a research programme was initiated by a group of overseas researchers, it had to be seen to that this programme was first approved by the respective overseas governments and entered in the respective lists of projects submitted to the Federal Ministry for Economic Cooperation with the request for development aid. The most effective way to stabilize cooperation was to establish long-term working relations between two institutes or faculties and, where indicated, cement these relations both legally and financially on the basis of university partnerships. There might be need for the establishment of a clearinghouse which would discharge the functions of implementation, consultancy, stimulation, coordination, etc.

Joint Project: ACO Correspondence Course at the Kenya Institute of Education

Part III was devoted to the concept for the correspondence course which is to be set up at the Kenya Institute of Education. ADEIB presented a detailed concept paper in the form of a resumé of the discussions of the German working groups of various working meetings (see Appendix). Although a small committee set up by ACO had already held preliminary discussions on the correspondence course concept, there was unfortunately no opportunity for all the ACO member institutes gathered together at the Meeting to discuss the concept at length beforehand. The plenary discussion on the course concept was therefore restricted to

organizational and administrative matters. A further problem was that ADEIB, DSE, and ACO had not previously maintained close enough contact with the result that the Africans were not sufficiently informed of the project intensions of DSE and the German working group. For their part, the German group had overestimated the possibilities of a quick realisation of the project.

Furthermore, the plenary discussion was considerably dampened by the fact that German educational assistance administration is burdened with restrictions and ambiguity. The participants therefore decided to adjourn the plenary session and meet in small groups to review and coordinate the Meeting's findings up to this point. The results of this group work were as follows:

On the basis of preparatory work undertaken a few days previously by a special committee, the working group of the African Curriculum Organization formulated a revised concept for the correspondence course project and submitted this concept to the Meeting with the request that it be forwarded to the German Federal Ministry for Economic Cooperation. It was recommended that the ideas presented by Professor Goldschmidt in his educational research paper be taken up at a research conference to be held sometime in 1978 or 1979.

The German group once more reviewed steps taken in the direction of establishing cooperation with ACO and reconsidered possibilities of carrying on with ADEIB. Two approaches were stressed, namely the conceptual approach, that of preparing a memorandum on problems of cooperation with developing countries in the field of alternate concepts of educational development, and the action approach, that of launching individual projects and fostering contact between institutions. Decision was taken to await the reactions of the African colleagues to the ADEIB draft correspondence course concept and to grasp the opportunity

of German participation in the envisaged correspondence course planning meeting in order to present innovative curriculum concepts

One positive result should be stressed. On the basis of group opinions and through the use of small working groups as a vehicle for the further development of the programme proposals, widened possibilities of cooperation were created and recorded. Included in these possibilities is the ADEIB draft correspondence course concept (which envisages the including of the planning phase in the project itself) and also agreement reached concerning the organization of a joint conference for German and African educationists in 1978 or 1979.

DIETRICH GOLDSCHMIDT

COOPERATION IN EDUCATIONAL RESEARCH AND PLANNING BETWEEN AFRICA AND THE FEDERAL REPUBLIC OF GERMANY

22 THESES

A prerequisite for satisfactory cooperation in the field of educational research and planning between African governments, scientific institutes and administrative bodies of the educational system on the one hand and German institutions of developmental aid and scientific institutes on the other hand is knowledge of the educational system and educational theory of both sides together with agreement on the particular area to be dealt with and on the modalities of the cooperation.

The conference of 6th - 7th September provides an exceptional opportunity of developing a fundamental dialogue on this matter, which if possible should lead to concrete planning in a number of cases including the already initiated cooperation on courses for the development of curricula. The following theses are intended to open up the dialogue by stimulating those attending the conference to add to them or if necessary to amend them.

1. In regard to cooperation, due account should be taken of experiences to date. On attaining their sovereignty the African states initially proceeded to develop their educational systems along the lines of educational systems in the Northern hemisphere. In more recent years they have been endeavouring to ensure that the development of their systems is more appropriate to their own requirements. Correspondingly, the educational aid that the Federal Republic of Germany supplied initially was in the form of material and personnel that closely reflected the types of general and vocational schools and colleges of higher education that had been tried and tested in Germany. Such aid frequently achieved only part of what is set out to achieve, because it was poorly suited to local conditions. The more the African states

have turned to shaping their educational systems themselves according to their actual needs, the less eagerly they have asked for foreign aid for fear of inappropriate foreign influences, and the less confident German departments have become as to whether or how they should provide help.

2. Structural changes within the educational systems of many African countries, Africanization and ruralization, should lead to conclusions being reached concerning the effect of these measures. And the German side is indeed prompted, first of all, to ask the African delegates to the conference a number of questions on this point. Is it already possible to detect results as regards the qualifications of those passing through formal education at schools and colleges? What effects do new forms of learning have with teenagers and adults? Are there on the whole signs that the re-orientation is having social, economic and political effects?

   On the German side at least it may be noted that Third World moves towards implementing reforms in formal school education and introducing new informal and job-orientated teaching methods have stimulated fundamental discussions about the educational system here and have contributed to our trying to re-define the relationship between theoretical education and learning through praxis.

3. With the independence of the African states, decisions regarding all measures in their educational systems now rest in their own hands. Their sovereignty in this respect continues to grow in importance, the more they develop systems of their own. Nonetheless, it may be assumed that outside aid continues to be required urgently for specific tasks, be it in the form of
   - academic consultations,
   - advice on education policy,
   - direct aid towards erecting and equipping buildings, providing teaching materials, financing other local projects,

- aid in the shape of personnel - teachers - particularly for technical colleges and universities,
- assistance with specific training and education in the Federal Republic of Germany or, in certain circumstances, in some other country in the Northern hemisphere, or
- participation in multilateral projects.

4. With the Federal Republic of Germany finding that its own educational aid projects often fail to come up to expectations, and with the African countries tending now to frame their educational policies more themselves, those responsible for educational aid from the Federal Republic of Germany are exercising more restraint. They have become conscious that, on the one hand, the Federal Republic of Germany may be less tainted by a colonial past than other European counties: in addition, with the outcome of World War II in 1945 - the unavoidable consequence of Nazi "hubris" - the Germans were for a long time preoccupied with their own reconstruction and had no responsibility at all for non-European issues, indeed for a long time were not allowed to have. At the same time, on the other hand, as a result of this, the German people generally, and that includes everybody connected with education as well as many scientists and academics, know far less of Africa and African languages than is the case in other countries.

5. This lack of knowledge on the part of the Germans is not so much a lack of superficial general knowledge about African countries, or of holiday reminiscences or even adequate knowledge of English or French - which can be rectified comparatively easily. It is often rather a lack of antennae, of willingness to learn from others - particularly where German experts have come to teach others in a development aid project -, of the ability to identify with the problems of Germany's partners from the inside. In the Federal Republic of Germany a wide range of efforts are being made to impart general information and understanding to schools and to the general public, and there are preparatory briefing courses, too, for personnel about to take up posts in countries of the

Third World. It is a cause for regret that one is nonetheless forced to admit that the measures to date have proved insufficient to deal effectively with the deficiencies noted. It might be useful in some instances if Africans themselves could be active in the Federal Republic of Germany on behalf of their countries in an appropriate way (as guest speakers, by holding seminars, etc.).

6. Where it is a matter of providing countries of the Third World with development aid in the form of material goods - machinery, vehicles, furnishings and equipment of various kinds - or where it is a matter of supplying and building a manufacturing plant, such a lack of background knowledge and understanding and antennae will not be so crucial as in cases of cooperation in the field of education, particularly in the area of educational planning and research. Collaboration here must proceed on the basis of sound knowledge of the socio-cultural circumstances of the people, of the socio-political goals of the responsible politicians, and of the educational system, its structure and rationale. Even given this knowledge, collaboration is only feasible in so far as the respective tasks of the Africans and the Germans involved can be defined jointly and resolved in close cooperation.

7. Unfortunately, previous German experience in the field of development aid projects has, generally speaking, only been evaluated in so far as analysis was pragmatically useful as a guideline for further projects. Descriptions of the educational systems of a great number of countries do exist. However, closer problem-orientated studies of them, thorough scientific analyses, have seldom been undertaken and, above all, these have so far managed to stimulate the initiation of only very few cooperative projects of a new type. Furthermore, with the exception of the "de-schooling debate" they have produced no significant reactions within German thinking on education as a whole.[1] It is only in

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[1] For the current situation here, cf. the forthcoming anthology edited by Engels, B., and Laaser, U.: Bildungshilfe als Entwicklungshilfe. Konzeption und Probleme der deutschen Bildungshilfe in der zweiten Entwicklungsdekade. Munchen: Weltforum-Verlag 1977. (Educational Aid as a Form of Development Aid. The Concept and the Problems of German Educational Aid in the Second Decade of Development. Munich: Weltforum-Verlag 1977; in German).

educational economics that they make themselves felt. This not only means that practical educational aid has so far had to manage without adequate counselling from educationalists, but also that, because of this, the educational scientists even at German universities are neither taking the opportunites to clarify certain problems of general fundamental research, nor providing a training which is a preparation for dealing with the problems of the Third World. We shall return to this point later.

8. At the moment, therefore, German educational theory and praxis can essentially bring to Afro-German cooperation only procedures, methods and to some extent also knowlefe of the subject that derive from activities at home in Germany - generally speaking, without knowing whether or to what extent transfer to another society and culture is either possible or desirable. The disregard of this problem of transfer - often a case of neglect by both the Africans and the Germans involved - is one of the main reasons for the often dissatisfying results of educational aid that has been requested and given with the best of intentions.

9. The lack of insight into the significance of the problem of transfer is a direct consequence of the imperfect state of knowledge in the realm of educational theory as already described. "Educational Theory and Cultural Promotion", a working party of the German Foundation for International Development, whose members are for the most part attending the conference on 6th September, is therefore working at the moment on a memorandum on the state of and, above all, the gaps in the study of education in the Federal Republic of Germany in so far as this is relevant to the countries of the Third World. The prime aim is to inspire a somewhat more comprehensive survey which can provide German educational thinking with relevant experience, insights and research from countries of the Third World as well as from the Anglo-Saxon countries and from France. It will be necessary here to give due attention to problems and questions which are preoccupying educationalists

in many places, the consideration of which is relevant to the development of education in Africa - notwithstanding the fact that final solutions have yet to be reached. Although much can be achieved here by the study of foreign literature within the Federal Republic of Germany, of particular value will be the evaluation of materials in Africa - publications, grey papers, etc. - and discussions with African educationalists.

10. The survey to be proposed will be concerned with describing and discussing experiences, analyses and theories, that is to say, with establishing the "state of the art" above all in the following research areas and fields of activity:

- the development (social position, tendencies, targets) of the Third World peoples and countries where relevant to education, educational research and educational planning;
- macro-analyses and macro-theories of the relationships between education (formal and informal) and employment in the countries of the Third World;
- functional and intentional socialization processes in the Third World societies experiencing cultural, social and economic transition;
- research into education institutions in developing countries:
  - the planning, organization and administration of elementary and further education (general - vocational, formal - informal, centralized - decentralized, hierarchical - participatory, etc.),
  - costs and financing;
- curriculum research, development and planning in developing countries:
  - defining what is to be learned, on the basis of socioeconomic analyses,
  - learning research (with reference to socialization processes),
  - pedagogical behaviour (didactic activity),
  - language medium and linguistic barriers (everyday language versus teaching language),
  - pedagogical hardware (textbooks and conventional educational aids, films, TV, radio, VTR, etc.),

- evaluation (including tests)
- research and teaching at Third World institutions of higher education (research tasks and possibilities, curricula, the role of foreign teachers and research personnel, foreign languages as the medium of instruction, the Brain Drain);
- teacher training and on-going training in developing countries;
- educational research in the Third World (survey of existing establishments, fields of activity, financial means, inter-institutional and international organizations).

11. The above programme for a survey of relevant areas of educational research and activity should not be misconstrued. It is neither proposed that a sort of pedagogical encyclopaedia of the Third World should be produced, nor is it suggested that practical cooperation on research and planning should not be intensified until the proposed survey is completed[1].

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[1] The German Foundation for International Development has for a long time supplied those interested with cyclostyled material from abroad (extracts, essays, etc.), including several booklets on curricular work in Africa. Similar material on institutions of higher education includes:

- Kuper, W.: Hochschulen, Wissenschaft und Entwicklung in Afrika. Eschborn: GTZ 1976; english: Universities, Science and Development in Africa (a bibliography);

On the countrary, the survey should only be concerned with individual areas so far as this is necessary to make German educational research aware of its own deviciencies. The clarification of certain problems of fundamental research 0 for example, in the areas of socialization, learning and teaching research - can only be furthered by inter-cultural comparisons. For its own sake educational research in Germany must take account of research by other countries and must cooperate in their investigations.[1] Afro-German cooperation pursued parallel to the survey would be extremely beneficial to it.

12. It would be extremely valuable to receive from the African side the information necessary for the German side to undertake the survey outlined above, and still more valuable to find out from discussions with the African partners what they for their part wish to study at institutes and institutions of higher education in the Federal Republic of Germany. In principle it will presumably be virtually all the research areas mentioned in § 10, with the regional accent reversed. It would naturally be useful to clarify the following points:
    - Which of the research areas are, from the African point of view, most urgent for the solution of practical problems and thus merit high priority?
    - Where and how can these research areas find consideration in the Federal Republic of Germany and accordingly what answers can be given to the questions raised?

- Glimm, H., and Kuper, W. (ed.): University, Science and Development in Africa (an anthology). Bonn: DSE 1976.

In addition, as a brief general survey:

- Goldschmidt, D.: "Forderung der Universitaten in der Dritten Welt - Entwicklungshilfe oder Irreleitung?" In: Flitner, A., and Herrmann, U. (ed.): Universitat heute. Munchen: Verlag Piper, to be published shortly; english: "The Promotion of Universities in the Third World - Development Aid or a Misconception?" (An essay on the situation and development of African universities with a bibliography).

[1] Cf. explanatory notes in Appendix.

- How might it be possible for information on this to be conveyed and discussed in English?

13. As to practical measures it is suggested that three groups of programme should be distinguished:

- study programmes, which serve to promote the reciprocal knowledge of each other's education system and educational thinking that was called for at the beginning of this paper as a precondition for cooperation and aid towards solving open problems of research and planning,
- research programmes, which serve to promote education research projects in which African and German research personnel work together,
- work programmes, which serve to promote projects in the structure of the education systems of African countries with the help of the Federal Republic of Germany.

14. The <u>study programmes</u> include:

- informatory visits by African educationalists and policymakers from the Ministries of Education to make contact with and become acquainted with the institutions and personnel in the FRG. The round trip that has just come to an end is an example for this. With reference to § 12 it is important to learn the real, unvarnished impressions of the participants and to receive suggestions for improving similar visits in the future (main points of interest, length of stay, what kind of things should be arranged for the programme, etc.),
- corresponding visits by German educationalists to Africa,
- seminars and lectures to be included in the programme in such a way that those taking part in the visit are always given an opportunity to report about their own education systems, give accounts of their work in related fields and discuss any points of interest,

- extended study periods by academic staff and postgraduates in the partner country, in order to make progress towards the solution of specific problems that are relevant to the participant's own work at home. In order to find suitable places for this kind of extended visit, informatory visits as described above are of particular value, in addition to the valuable activities of coordinating agencies such as the DAAD. It is extended study periods of this type that really make it possible for the guests to give lectures or, as the case may be, take part in seminars, etc. Those on the German side who are responsible for these matters (DAAD et al.) should state whether and to what extent extended study periods of this type are already being arranged to Third World countries and what further measures are possible here.
- making publications and so-called grey literature available.

15. The research programmes include:
    - academic conferences (possibly with resultant publications) on specific themes of common interest from areas such as: socialization research, modernization theories, intercultural comparison, cultural transfer;
    - joint empirical projects in Africa (where the most urgent needs are located, though opportunities for cooperation within the FRG should not be excluded on principle), possibly in the field of rural/urban, family/school socialization under the pressures of social transformation or on problems of the social structure and the changes in it according to training, employment, the economic situation, etc.

16. The work programmes include virtually all the measures which are usually termed educational aid and which were listed in § 3. They also include the project to develop a correspondence course on curriculum planning.

17. Within the overall framework of federal aid there are a number of different bodies on the German side that are responsible for promoting the individual groups of programmes, notwithstanding the fact that with certain projects it may be difficult to decide the extent to which they come into one category or the other. As far as the author is able to judge, responsibility in the various cases appears to lie generally as follows:

- for study programmes: the German Foundation for International Development (DSE), the German Academic Exchange Service (DAAD), the Humboldt Foundation,
- for research programmes: the Society for Technical Cooperation (GTZ) for that part of the financing which is granted to foreign nationals or foreign institutes, the German Society for Research (DFG) for the part which is granted to German nationals and German institutes,
- for work programmes: the Society for Technical Cooperation (GTZ).

18. This division of responsibilities within the FRG, which in principle is not called into question here, and the appropriate coordination with the governments of the foreign countries raises certain difficulties, for example:

- The relationship between the central federal agencies and the universities or their institutes of education are on the whole tenuous. Good working relationships only exist in cases where personal relationships happen to be favourable. The effects of this are particularly disadvantageous in cases where German personnel are required for projects overseas.
- It is the exception, not the rule, if scientific working relationships exist between universities and institutes in the FRG and individual German educationalists who are temporarily working in Africa.
- For a long time it was hardly possible to set up research projects abroad when cooperation was planned between Germans and foreigners.

The division of financing operations between the GTZ and DFG referred to above, which occurred in May 1977, is intended to make cooperation possible in principle. Unfortunately, however, with proposed projects having to be examined now by both of these bodies, difficulties may be expected.

- With regard to the exploratory and initiatory phases of possible research projects and work projects, two questions arise which the representative of the Federal Ministry for Economic Cooperation (BMZ) is requested to answer:
  a) How may be development of cooperation be approached, that is to say, how can the initial phases of visiting, making contacts and developing a research design be financed if relationships and working agreements have not already been made anyway in the course of study programmes or the like?
  b) Can research projects for which it is possible to submit a design, and also work projects, only be set in motion if the proposal is made to the BMZ by the government of an African state?

19. Looked at institutionally, academic cooperation on joint study, research and work programmes can be stabilized best where it is possible to establish direct and lasting working relationships between two institutes, two faculties, etc. and where it is possible and appropriate to secure these relationships legally and financially in a so-called university twinning or partnership.

20. The DSE is serving currently as an informal clearing-house for committed German educationalists, for the German institutions financially responsible in the field of educational aid, and for their African partners. The question arises as to whether a clearing-house of a mainly academic character should be formally created, with the DSE or some other institution becoming responsible for it. The clearing-house would above all be given the following tasks:

- undertaking or being responsible for the planned survey of the international "state of art" in educational research in developing countries (see § 10), which should take approximately two years,
- setting up university or institute twinning partnerships,
- initiating, advising on and coordinating study programmes,
- stimulating research programmes and coordinating supply and demand in the sphere of educational research between institutes in the FRG and in Africa,
- academic consultations or arranging academic consultations and finding academically trained personnel for those responsible for work programmes, that is to say, for projects of educational aid,
- mediating between initiatives for research by educationalists in the FRG or in Africa and government agencies or other institutions - public or private (foundations, churches) - in the matter of financial support,
- stimulating educational research in the FRG both academically and through publicity on a broader front.

Appendix

In order to illustrate the need for German research to take account of socio-cultural and related research from and about developing countries some paragraphs from another source may be quoted[1]:

"Educational research in many industrialised countries has recently applied itself with great intensity to research into educational processes. Particular impulses here have been given by the developmental psychology of Piaget and the linguistic research of Chomsky, to name but two. Do fundamentally similar, ontologically determined learning processes take place in different cultures? Being able to differentiate here between invariable universals such as general "competencies" (abilities) and their actual "performances" - which vary according to the differing social structures that determine them - is one of the most pressing goals of current research, and its relevance for the development of appropriate didactics in each case is equally evident for learning processes in more developed as in less developed countries.

This goal simply cannot be achieved without comparative research. It extends the horizon of educational research considerably - for example, in the search for the factors that lead to an optimal development of personal and social development potential - and it therefore also helps to diminish the ethnocentric view, according to which the "success" of educational processes seems to be reduced merely to the question of an optimal adjustment to existing socialisation conditions. Research must therefore give particular consideration to the different ways in which individuals and nations attain their identity. What, one may add, does determine the identity of Third World peoples in transition from traditional to "modern-style" socio-economic structures[2]?

Research in the Federal Republic of Germany must first of all catch up with international research here, which is evidenced in works such as those

- by Robin Horton[3] and John S. Mbiti[4] on the content and significance of socialisatory and cultural traditions for the establishment of cultural interpretation patterns,
- by Michael Cole and Sylvia Scribner[5] on the significance of functional environments for cognitive learning processes,
- by Hans Dieter Seibel and others[6] on the significance of hierarchical as opposed to egalitarian social structures for socio-economic modernization.

If German educational research wishes to participate in the international clarification of this problem area and thus also contribute to the consolidation of the continuing reform of pre-school and extra-school education, of schools and universities both at home and in the countries of the Third World, then the results so far available must be taken account of and the fundamental research by various disciplines of the social sciences must be pursued both theoretically and empirically in cooperation with research personnel and institutes in countries of the Third World."

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DESIGN FOR A CORRESPONDENCE-CUM-RESIDENTIAL-COURSE IN CURRICULUM DEVELOPMENT

submitted by

The German Working Group on Education and the International Promotion of Education (ADEIB)

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PREFACE

The African Curriculum Organization (ACO) intends to establish a course in curriculum development within its plan of action for the training of curriculum planners in the african Region. The Federal Republic of Germany is prepared to support these activities as part of its educational and scientific aid programme.

The present document is a draft design for the context, concept and organization of such a course. It was drawn up by a working group of German educationists with international experience in educational planning which collaborates closely with the German Foundation for International Development (DSE). This document should be considered a "working paper" in the very sense of the word and constitutes a step in the discussions with the ACO. It does not attempt to provide a normative framework, nor propose clear-cut models: it presents some thoughts on theoretical aspects of curriculum development which have to be related to the praci and factual conditions of a specific national or regional context. Whenever examples are given, this was done in order to avoid abiguities, or to stimulate reflection about a particular aspect of curriculum development.

The sometimes general nature of the statements made or of definitions given in the document is deliberate: this document only constitutes a phase in the development of the correspondence course itself, and will have to be developed further in order to adapt to the specific context and the cultural, political, social and economic realities of the countries to be involved in the enterprise.

Similarly, if certain formulations and definitions appear to be contestable, or appear to be culturally biased, the reader is invited to keep to the spirit rather than to the letter of the text, without giving to much importance to certain word, expressions or sentences which might irritate him.

I. PARTICIPATING AGENCIES

a) The African Curriculum Organization

In September 1976 the first Representative Council Meeting of the African Curriculum Organization (ACO) was held in Ibadan/Nigeria. During the Council Meeting agreement was reached concerning actions for the next five years designed to enlarge the qualified personnel for planning and evaluating of curricula in Africa.

1) To assist countries in creating national centres for curriculum development where they do not exist, and to strengthen existing centres.

2) To establish a network of communication among curriculum centres, ACO serving as a clearing house for the exchange of information on selected aspects of curriculum development in Africa through conferences, workshops, publications and other means.

3) To organize and/or sponsor joint training programmes, workshops, seminars and regular meetings of curriculum specialists.

4) To promote the production and exchange of curriculum materials among curriculum centres.

5) To encourage and promote joint curriculum research programmes as well as the exchange of research information.

6) To set up task forces to carry out specific projects in curriculum development and research.

7) To provide opportunities for the exchange of curriculum specialists and personnel between centres.

The main element of ACO's plan of action is a twelve months correspondence course in the area of curriculum development. It is very likely that the Kenya Institute of Education in Nairobi will host the course.

b) The Federal Republic of Germany and its Development Policy

The Federal Republic of Germany cooperates with Asian, African and Latinamerican countries in various sectors of development. Special emphasis is given to the support of those endeavours in the least developed countries which are directly related to the improvement of the conditions of the poor and to new forms of cooperation on a partnership basis. One priority area of the German Federal Ministry for Economic Cooperation is the support of formal and non-formal basic education.

c) German Foundation for International Development (DSE)

The German Foundation for International Development (DSE) is a specialised agency in the field of development assistance responsible mainly for the training and upgrading of staff from Third World countries and for initiating and facilitating the dialogue with and among decision makers from these countries.
Through its Education and Science Division, DSE particularly promotes the concept of basic education. DSE having co-operated with ACO in the past 2 years, acts as a mediator in trying to solicit technical assistance of the Federal Republic of Germany for the curriculum course project.
The cooperation between the Education and Science Division of DSE and the ACO was initiated through the support of ACO in its founding stage, and continued with grants for scholarships for staff of curriculum centres in ACO member countries, as well as joint intensive training courses.

This cooperation has to be seen against the background of, for instance, the Conference of Ministers of Education of African Member States of UNESCO, organised jointly with OAU and ECA and held at Lagos from 27 January - 4 February 1976. The conference declaration, in its call for modern, authentic African education, in which basic education is seen as the initial phase of lifelong education, stressed that education should lead on to a vocational training in conformity with the needs of production, and that an introduction to the problems of management, administration and the organization of public activities should have its place in curricula, and that educational activity should proceed in such a way as to enable the beneficiaries to participate in the various phases of the educational process. Additionally, it was considered that the linking of the school with the environment provides safeguards for the improved functioning and efficiency of the educational apparatus.

In accordance with various recommendations made at the conference, and conscious of the fact that the lack of qualified personnel for the planning and evaluation of curricula appears to be a major obstacle for the proposed qualitative curricula reforms, ACO sees its training function as a major task.

In this connection, additionally to its other training and information activities, the planned Correspondence-Cum-Residential Course is seen as an important contribution to the creation of modern, authentic African education systems. Appropriate steps have already been taken to initiate the course, e.g. the Kenya Institute of Education has already placed a formal request for aid to the project with the Ministry for Economic Cooperation of the Federal Republic of Germany.

d) The German Working Group on Education and the International Promotion of Education (ADEIB)

The course design in this paper was developed by the Working Group on Education and the International Promotion of Education (ADEIB) , a group of German educational planners and researchers with international experience which constituted itself during a DSE seminar on educational research in developing countries. The group has the following aims:

1) To increase the awareness of German educational aid administration with regard to the need for improving aid in the education sector quantitatively and qualitativly.

2) To identify and develop forms of cooperation between German and African Educational Planning Institutions and educational scientists.

3) To contribute to an "internationalisation" of the parochial scene of educational planning and research in the Federal Republic of Germany.

II. SOME REFLECTIONS ON CURRICULUM DEVELOPMENT

The working group ADEIB is of the opinion that neither the export of "typically German" concepts nor of so-called "universal strategies" of curriculum planning should be a goal. It is even quite difficult to find typically German strategies and concepts: there are controversial approaches but no generally acknowledged "kings's roads" to curriculum development in the Federal Republic of Germany.

As concerns "universal strategies" of curriculum planning, the experience of the last ten years in the Federal Republic of Germany has been that approaches which did not take into account the specific institutional, historical, ideological and normative context of curriculum planning have failed.

Specific difficulties arose whenever problems of cultural transfer were involved. This was the case with science developments such as AAAS or UICSM. Adaptation problems were either too large so that "grassroots" developments proved to be more economical or the curricula did not fit a general framework.

It is therefore concluded that there are experiences of curriculum planning worth to be communicated to developing countries, but these experiences cannot have the form of procedural rules. Instead they might be demonstrated in the form of case studies or as a set of "problem dimensions".

Some of these problem dimensions might be contained in the following questions:

- Should the approach be essentially centralized or decentralized, i.e. should the main decisions on content, goals and method be made at state level, community level or even on the school level and by the individual teacher?

- Should the "structure of scientific disciplines" or the "structure of well defined social needs" determine the organization of the curriculum?

- Should curricula be school-oriented, i.e. should the classroon be the main field of experience? Or should non-formal approaches have preference, i.e. should the ressources outside the school be used as extensively as possible?

- Should as many members of society be involved in the process of curriculum planning, or should it be the domain of experts, professionals, and a few politically legitimated persons (participatory versus non-participatory approach)?

- Should the development and revision of curricula be done within classical subject divisions or should the curriculum in its totality be questioned and restructured?

The experiences of the last ten years in the Federal Repbulic of Germany show that "integrative" approaches had the best chance of survival, i.e. that those projects hat a good chance of being accepted which considered each of these five dimensions in a reflected manner. According to the specific situation, well-reflected and coherent options within each of these five dimensions had to be taken. From these a set of procedural rules followed, but such rules were secondary to the basic conditions and had only a restricted range of generality.

The working group, therefore, has decided to propose a framework which facilitates "integrative" approaches. This concept should be interpreted as an attempt of localizing not only decision points for necessary options, but also conditions and discourse strategies within which options should be taken.

III. SUGGESTED CONCEPT OF CURRICULUM DEVELOPMENT FOR A TRAINING COURSE

According to a recent survey, a training course for African curriculum planners "should cover relevant elements of planning, organization and implementation of educational change besides the specific techniques of curriculum construction". (Dave, R.H.: Training Needs in Curriculum Development and Plannings with special Reference to African Countries. IIEP, Paris 1976, p.5)

Considering the scope of the total system and process of curriculum development as demonstrated in graph 1 it can easily be understood that the various goals cannot be met within the time available for such a course without sacrificing some refinement and precision.

Under these conditions very often methods of reducing complexity are applied that leave out questions of norms and communicational aspects. The approach proposed here tries to avoid this particular reduction by using a "sampling method", and thus retaining the whole range of problems. The topics to be covered should be derived from the situations and tasks of the participants. Within such a projectcentered programme one could provide techniques for curriculum development of specific relevance to participants. At the same time, one could demonstrate the interrelationship between the analysed projects and the educational system(s) concerned.

By analysing relevant projects of curriculum development it should be possible to inform the participants about the materials, methods and technical procedures to enable them to tackle the problems by themselves and to clarify them together with others. Eventually, they themselves should be able to construct or revise curricula within their fields of experience.

The course should enable participants

- to identify the educational needs of the people concerned;
- to transform these educational needs into a curriculum through appropriate techniques of curriculum development;
- to communicate about the problems related to this process with those who should be educated by the curriculum or those who are administrators or work as teachers.

The system and process of curriculum development

The system and process of curriculum development as suggested in Graph 1 is focused on

(IV) PLANNED EDUCATION
as the transformation between society and the individual
It is subdivided into

(A) National education planning
(planning the national education system - the macro-context of curriculum development)

(B) Curriculum development

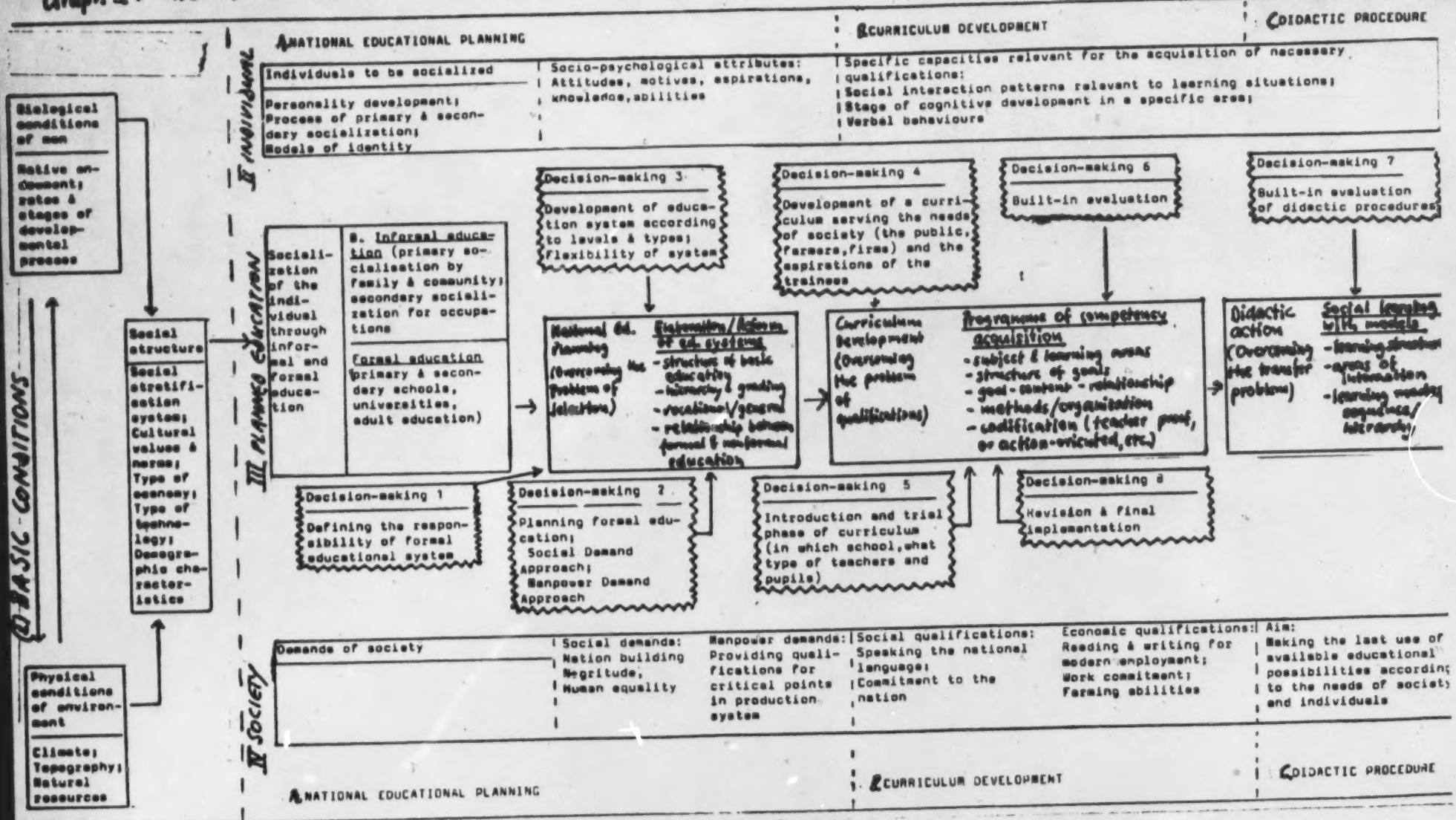
(C) Planning the didactic procedures
(planning of pupil-teacher interaction - the micro-context of curriculum development).
Planned education requires an evaluation of

(I) BASIC CONDITIONS
The total culture which has emerged from the historical process of man's interaction with his environment.

(II) INDIVIDUALS
Who has to be socialized; individuals characteristics relevant to the different aims, types and levels of education.

(III) SOCIETY
With its demands on the sozialization of its individuals.

Graph 1: THE SYSTEM AND PROCESS OF CURRICULUM DEVELOPMENT


A NATIONAL EDUCATIONAL PLANNING
B CURRICULUM DEVELOPMENT
C DIDACTIC PROCEDURE
I INDIVIDUAL
II SOCIETY
III PLANNED EDUCATION
IV BASIC CONDITIONS
Individuals to be socialized
Personality development; Process of primary & secondary socialization; Models of identity
Socio-psychological attributes: Attitudes, motives, aspirations, knowledge, abilities
Specific capacities relevant for the acquisition of necessary qualifications; Social interaction patterns relevant to learning situations; Stage of cognitive development in a specific area; Verbal behaviours
Biological conditions of man
Native endowment; rates & stages of developmental process
Physical conditions of environment
Climate; Topography; Natural resources
Social structure
Social stratification system; Cultural values & norms; Type of economy; Type of technology; Demographic characteristics
Socialization of the individual through informal and formal education
B. Informal education (primary socialisation by family & community; secondary socialization for occupations
Formal education (primary & secondary schools, universities, adult education)
Decision-making 1
Defining the responsibility of formal educational system
Decision-making 2
Planning formal education; Social Demand Approach; Manpower Demand Approach
Decision-making 3
Development of education system according to levels & types; Flexibility of system
National Ed. Planning (Overcoming the problem of selection)
Expansion/Reform of ed. systems
- structure of basic education
- intensity & grading
- vocational/general
- relationship between formal & non-formal education
Decision-making 4
Development of a curriculum serving the needs of society (the public, farmers, firms) and the aspirations of the trainees
Curriculum development (Overcoming the problem of qualifications)
Programme of competency acquisition
- subject & learning areas
- structure of goals
- goal - content - relationship
- methods/organization
- codification (teacher proof, or action-oriented, etc.)
Decision-making 5
Introduction and trial phase of curriculum (in which school, what type of teachers and pupils)
Decision-making 6
Built-in evaluation
Decision-making 8
Revision & final implementation
Decision-making 7
Built-in evaluation of didactic procedures
Didactic action (Overcoming the transfer problem)
Social learning with models
- learning structure
- areas of interaction
- learning modes sequence/ hierarchy
Demands of society
Social demands: Nation building Negritude, Human equality
Manpower demands: Providing qualifications for critical points in production system
Social qualifications: Speaking the national language; Commitment to the nation
Economic qualifications: Reading & writing for modern employment; Work commitment; Farming abilities
Aim: Making the best use of available educational possibilities according to the needs of society and individuals
A NATIONAL EDUCATIONAL PLANNING
B CURRICULUM DEVELOPMENT
C DIDACTIC PROCEDURE

Within this system of curriculum development the dynamic dimensions are represented by decisions making processes aimed at rationalizing planned education.

A. National education planning. Primary socialization through the family and the community provided people with all the knowledge necessary in traditional society. Secondary socialization through formal education introduced by the colonial system prepared them for specific requirements: The consequence was that the economic value associated with formal education (occupational and consumption opportunities) created the impression that formal education was the only socialization of improtance for the improvement of the individual and society. But when the focus of attention changed from the training of a few to the socialization of all, the limitations of formal education became apparent. If the socialization of the farmer or the horsman is desired, the task and scope of informal and formal education must be newly defined.

The primary decision in national education planning (Decision-making 1, Fig. 1) concerns the question of which human characteristics (e.g. attitudes, motives, abilities, knowledge) can be acquired through informal education, and which should be brought under the responsibility of the society and, consequently, trained in the formal educational system. The answer to this question is highly political and reflects the decision-makers' strategies for the society's development. For convenience' sake, four groups of strategies may be distinguished: "Manpower Demand Approach", "Political-Economic Mobilization Approach", "Cultural-Political Revitaization Approach", "Communal Integration Approach").

Following these strategies, designing formal education may be directed in varying degrees either to the education of

the "active citizen" or the "productive member" of society (Decision-making 2. Fig. 1). Plans within the "Social Demand Approach" or the"Manpower Demand Approach" must take into account different factors. Thus nation building, political mobilization and negritude are part of the "Social Demand Approach", whereas the "Manpower Demand Approach" ist characterized by training for replacement of expatriates, by finding substitutes for import, for the expansion of a specific sector of industry, for higher qualifications of technical personnel, etc.. In this context, the planning of the national educational system has to consider the social and productive aspect of education, but also (Decision-making 3, Fig. 1) to what degree the educational system ought to be centralized. As long as school is regarded as an instrument for nation building, eradicating tribal differences, and preparing for modern employment, centralization will be necessary. Entralization is one of the aspects involved in developing any system. The educational system should be highly diversified according to local conditions but, at the same time, should provide enough flexibility so that trainees can move about easily wihtin the system. These two requirements may run counter to each other when the planning of the education system occurs at different levels primary, and tertiary level and for different types (general vocational and adult education, special educational campaigns).

B. Curriculum development. After a political decision about the content and general thrust of the educational system has been reached it has to be transformed to make up part of a curriculum (Decision-making 4, Fig.1). This means that the necessary qualifications have to be identified and use has to be made of those aspects of society's

knowledge which are relevant for the acquisition of the qualifications identified. Learning and subject areas may have to be adapted to different age groups, social and environmental backgrounds and working areas. Finally curricula may have to be "codified" in order to be efficient for teaching and learning in regard to the specific teachers and pupils concerned. In this context, information is required about

i) target groups,
e.g. age, ability to understand and speak the language of instruction, intellectual and emotional development, position in society, workload outside school, motives for coming to school, past experiences relevant to the content of the curriculum etc.

ii) the qualifications education should provide, e.g. knowledge of the national or a regional language, reading, writing, arithmetic, becoming a good citizen, ability to deal with agricultural or other production problems rationally and with commitment.

These questions reveal that curriculum development has to take into account the characteristics, needs and aspirations of individuals and the various demands of society. It should not only include the more specific elements of curriculum development (building a hierarchy of educational aims, specifying the content, designing teaching methods, organizing teacher-pupil interaction, etc.), but also take into consideration the organisation of the total educational system. Therefore, it has to tackle problems such as:
What type of teaching can compensate for differences in the past experiences, the learning capacity of children of different social origin? How can the educational system be organized in order to give the children from rural areas a fair chance for educational opportunities? etc.

We have already stressed that decision-making for the national educational system is one of the functions of the society's political bodies. Curriculum development, on another level, continues to affect political interests of various groups: administrators of educational activities, teachers, pupils, parents; employers or other persons or institutions who are expected or expect to benefit from the participants' educational attainments. Conflicting interests arising out of various expectations may remain latent, may lead to open confrontation, or to democratic decision-making, or to purely administrative procedures.

Within curriculum planning, different phases can be distinguished:

a) Structural planning
The fundamental curricular decisions about the relationship between production and socialization as well as between the formal and nonformal education system will have to made (Decision-making 1-3, Fig.1).

b) Development Planning:
The content and methodology of fields of study, types of educational units etc. will have to be designed in keeping with the structural decisions already made (Decision-making 4, Fig. 1)

c) Adaptation planning:
The curriculum is implemented and adapted within one specific school situation (frequently on order to test and evaluate it) (Decision-making 5, Fig. 1)

d) Propagation planning:
The curriculum, having been improved and revised baded on the experiences of the preceding phase, is propagated within the scope of a particular segment of the education system. Scientific control (curri-

culum research and built-in evaluation) is closely to this phase (Decision-making 6-8, Fig. 1).

e) Adoption and Implementation

C. Planning didactic procedures. The aforementioned statements make it evident that the curriculum development process for reaching certain learning goals has to orient itself in two directions: one, towards the national or regional educational system: the other, towards didactic methodology. If one wants to make the best use of different groups of pupils, of teachers with differing qualifications, and of schools with various organizational set-ups, appropriately adapted didactic procedures are imperative. There are numerous didactic models (didactic models basically have at least two functions, namely analysis and construction) which are more or less suited for a given educational context. Curriculum planning therefore must ascertain to what extent the determinants of this educational context (e.g. the community's communication and teaching pattern) can be used for adapting didactic procedures. This includes abilities of constructing didactic units ,structuring learning episodes in alternative ways, relating different learning modes, planning and realizing various forms of articulation and interaction and establishing these within the teaching-learning situation, finally taking into account, within a model of social learning, motivational and cognitive problems and goals .

Taking into account the structuring of problems as outlined above, it appears now possible to define more closely the potential of qualifications which participants in the course should acquire.
Naturally, these qualifications would be in the area of construction of educational plans, curricula and didactic models, as already described.
For a complete and professional construction, however, there have to be additional, parallel qualifications of evaluation and decision making:

a) qualifications for the analysis and diagnosis of expectations from the part of individuals or society toward a particular educational system (ex-ante or context-evaluation). This ties in closely with the qualification of being able to initiate participatory and decision making processes leading to possible revisions or innovations;

b) qualifications of scientific supervision and involvement in curriculum (pilot) projects (formative evaluation) in connection with an ability of arriving at an agreement about changes and reforms to be undertaken;

c) qualifications of prognosis and control of feasibility of effects, achievement and side effects (summative evaluation; diagnostic tests) coupled with an ability to organise and initiate discourse about the results obtained and the decisions to be taken on the basis of these.
In this context, it appears to be necessary to define more closely our understanding of "evaluation" and "Decision Making":

Evaluation we understand as a methodological, practical act of curriculum planning which not only demands abilities of analysis (empirical, statistical measurement of effects and condition) but also abilities of value judgement (controlled, preferably communicative judgement of conflicting interests and values).

Decision making, too, in this concept does not only exist of techniques of stategic intervention (feedback, contract and crisis management) but also includes approaches leading to rational agreement (achieving participation and consensus in order to find the best possible decisions).

Therefore we propose the methods of communicative participation and value judgement as additionl elements which make our concept different from that of traditional curriculum evaluation. These additional methods have been ear-marked in the following "Organizational Concept" through the first two key-qualifications, namely "Orientation and Conscientization" and "Discourse and Communication".

IV. ORGANIZATIONAL CONCEPT OF AN INTEGRATED CORRESPONDENCE COURSE IN CURRICULUM DEVELOPMENT FOR STAFF OF CURRICULUM CENTRES IN ACO COUNTRIES

1. Premises

The organization of concept outlined below departs from five premises:

- the curriculum centres grant leave to two staff members a year over a period of initially five years for enrolment in the Correspondence Course.

- a suitable institution in an ACO country indicates its willingness to house the training team and the required technical resources (the Kenya Institute of Education has already actively solicited the support of the Kenyan government and has placed a request for assistance with the Federal Republic of Germany through official channels);

- an annual sum of ca. 0.5 million German marks can be made available for the financing of personnel costs for ca. 4 full time staff, material costs, and operating costs;

- the members of the German Working Party on Education and the International Promotion of Education (ADEIB) agree to establish an advisory committee which is fully functionable and has sufficient time at its disposal for the tasks at hand;

- correspondence course participants are relieved of their official duties one day a week for a total of 35 working days.

2. Teaching Goals and Content of Course

Teaching goals and content of the course are delineated firstly by the concept as described under II and secondly by the expectations of the participants as well as by those tasks which the employing CD institutes consider to be properly theirs. It can be expected that key qualifications such as orientation, verbal interchange and discourse, analysis, on the other hand the acquisition of technical skills and of competence in handling instruments and procedures will have priority from

the point of view of the participants and their institutions. The correspondence course must therefore take such a form as to make its learning goals and subject matter not only additive in the context of the above two weightings but also fully integrative. The extent to which this objective can be attained through the three-phase model described in III. 3 below remains to be shown.

The following matrix identifies the relationships between the four key qualifications and the connected themes and skills. The conflict between the concept and the (assumed) expectations runs diagonally from top left to bottom right; in other words, expectations-related skills are entered in the boxes to the lower right whereas skills which are of particular importance to the concept are entered into boxes to the upper left.

The themes of the vertical column of the matrix are identical with the four main categories in which the "system of curriculum development" is decribed in part III, (see figure 1 on page According to the over-all aim of the course, namely that "key qualifications" should be developed along those themes, a matrix has been made up. The "cells" of the matrix are filled with statements which are by no means comprehensive. Their function is to give an example of how to come to goal-statements. Moreover one should see from these statements what kind of concreteness one may expect at that stage of course-development. Further disussion of this kind of statements is needed.

3. Three-phase Model

The course is organized according to a three-phase model. Basic to this model is the principal of the spiral curriculum; or in other terms, the entire learning goal matrix is traversed three times, each time with a different articulation.

The INTRODUCTORY PHASE/ORIENTATION PHASE consists of a threeweek residential course. Later it might be possible to have tutors hold this course at the participant(s) duty station(s). This phase will consist in the main of

- a planning game on the subject of educational planning;

- introduction to the current CD situation in the ACO countries;
- introduction to alternative CD approaches;
- a training sequence involving the development of an instruction unit;
- a training sequence (or simulation game) relating to the verbal interchange with representatives of local communities, teachers and pupils;
- an introduction to simple methods of curriculum evaluation.

THE CORRESPONDENCE STUDY PHASE will last 35 weeks and will involve five hours a week. During this phase at least three projects of inquiry must be carried out at the participants own institutes. These inquiries serve above all the purpose to acquire practice in those analytical categories which have been introduced as skills to be mastered either during the orientation phase or via a correspondence course manual. This manual should cover the entire material of the matrix and would therefore have to have from 200 to 300 pages. If desirable for psychological and organizational reasons, the manual could be produced in loose-leaf form. A further 300 or so pages of text must also be made available in the form of either a reader or a mini-library.

The three inquiries should cover three out of the four "themes" of "Curriculum Development" and "Didactic Procedures"). They should refer to ongoing or concluded projects with which a participant is familiar (either from prior experience or from his present job).

Exemple 1: Find out information on the socialization of rural youth in the XXX region! (e.g. long distance from town, marriage patterns, ownership of land, etc.). Develop a map of "relevant traits" according to the CCRC manual! Conceive of the "impact on possible curricular decisions"which can be derived from that trait! Discuss at least

three of these possible decisions as to their consequences!

Example 2: Make up a list of documents in which the national educational policy of your country is defined! Select one document and consider alternative consequences for ..... (social studies, language teaching, environmental education, vocational rural education etc.), taking into account the knowledge you have about different concepts of teaching this subject!

Example 3: The manual informs you about at least three different kinds of curricular structure. It has been decided by the national education plan of your country, that "experiential learning" which takes place outside school should be assessed as to its "equivalence to school learning". Make up a plan for the identification of those agricultural skills which can be mastered both in school and in real-life situations!

Example 4: The manual describes six alternative models of instruction which may be applied to basic education. Since you have to develop a teaching unit on "water sources", make an outline of three alternative structures of this teaching unit according to three different models of instruction!

It is anticipated that the three inquiries might close with the preparation of an inquiry report running to about 10 pages. Each inquriy report will then be commented on by the CD Office. The primary concern of the comments should be the qualified processing of acquired knowlege, skills, and attitudes.

For ease of communication, important findings of the inquiries and recurring points of emphasis in the comments might be prepared for publication in a regular monthly newsletter, which should be devoted to reflection on the learning process from a generalizing perspective and thus in itself constitute a learning aid.

It is anticipated that the WORKSHOP PHASE will last six weeks weeks and should be practice-oriented in a double sense: firstly, various problems which may have arisen are to be solved with the assistance of experts called in as advisers (here the problem catalogue must be very carefully set up by the CD Office) and secondly, each participant will have an opportunity to show as to what degree he/she has acquired the knowledge and the skills needed in order to deal effectively with the problems under consideration.

The transition from one phase to the next must be so designed as to allow participants seccessfully completing one phase to be automatically admitted to the next phase. Ongoing evaluation of a participant's work during the orientation phase should be implemented in the form of grading his/her assignment results whereas the three inquiries undertaken during the correspondence study phase should serve as the basis for the evaluation work done in this phase.

4. Organization and Function of the CD Office

A CD Office should be established within an organization of an ACO country. The organization should be adequately equipped technically (in particular a good library) and enjoy regular mail service. A site within a national curriculum centre would be ideal. The function of the Office would be as follows:

- collecting, compiling, and dispatching Integrated Correspondence Course materials;

- conducting correspondence and telephone calls with participants for the purpose of determining any further need for study material and offering advice in connection with the inquiries (comments);

- editing the monthly newsletter;

- conducting the orientation course;

- conducting the workshop;

- compiling a documentation of important texts and materials, including audiovisual prototype materials;

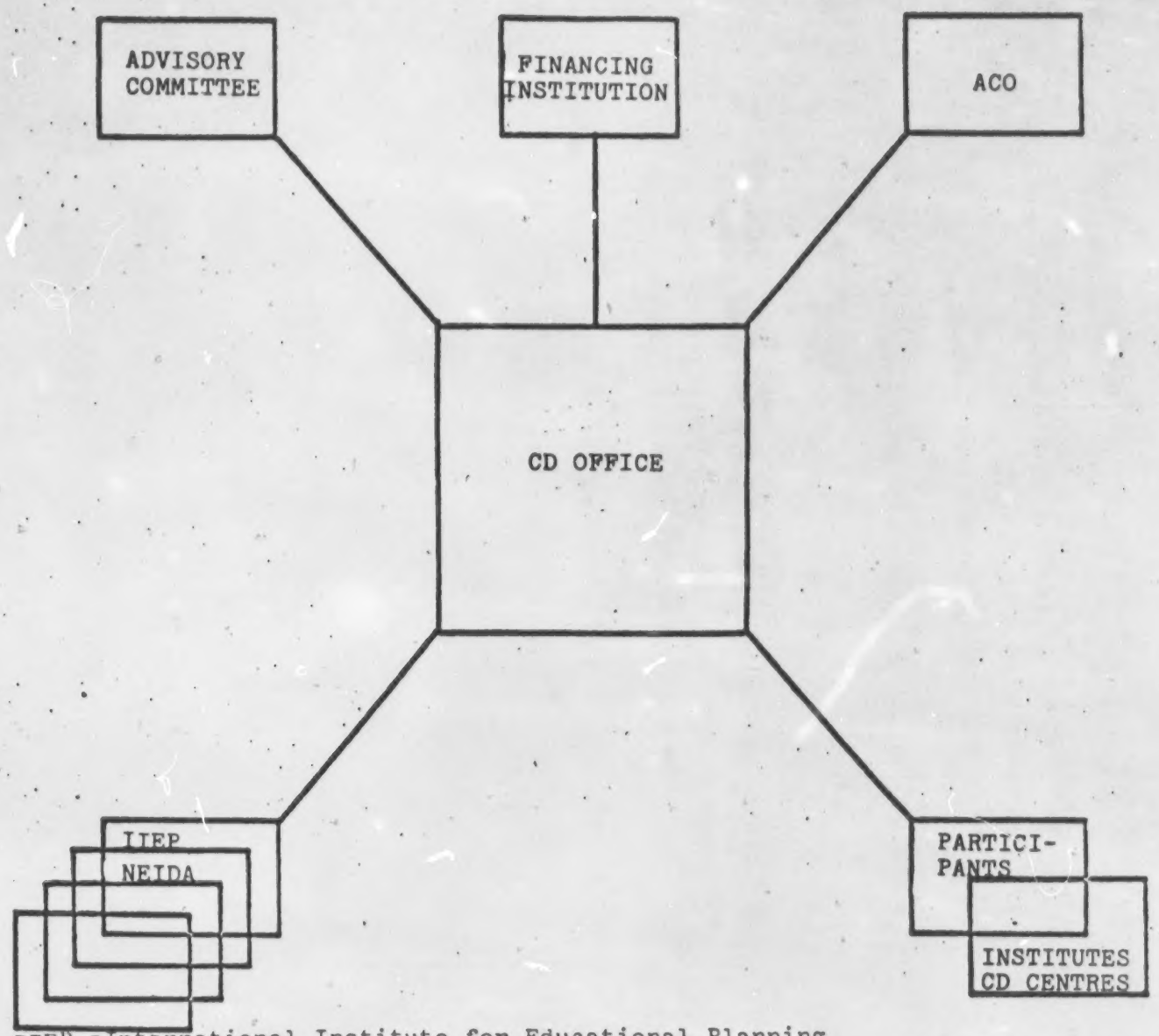
- maintaining contact with the advisory committee;

- calling in the services of members of the advisory committee (tasks such as preparing texts, running courses, etc.) in running the Integrated Correspondence Course;

- establishing and maintaining contact with other institutions, in particular ACO, IIEP, etc.

A staff of at least four permanent specialists will be required. Later on the staff might be expanded. Three or four local staff will be required for technical and administrative tasks. The head of the CD Office should be an academic who is fully equipped with all the scientific and administrative skills required.
The following graph 2 and 3 illustrates the various relationships.

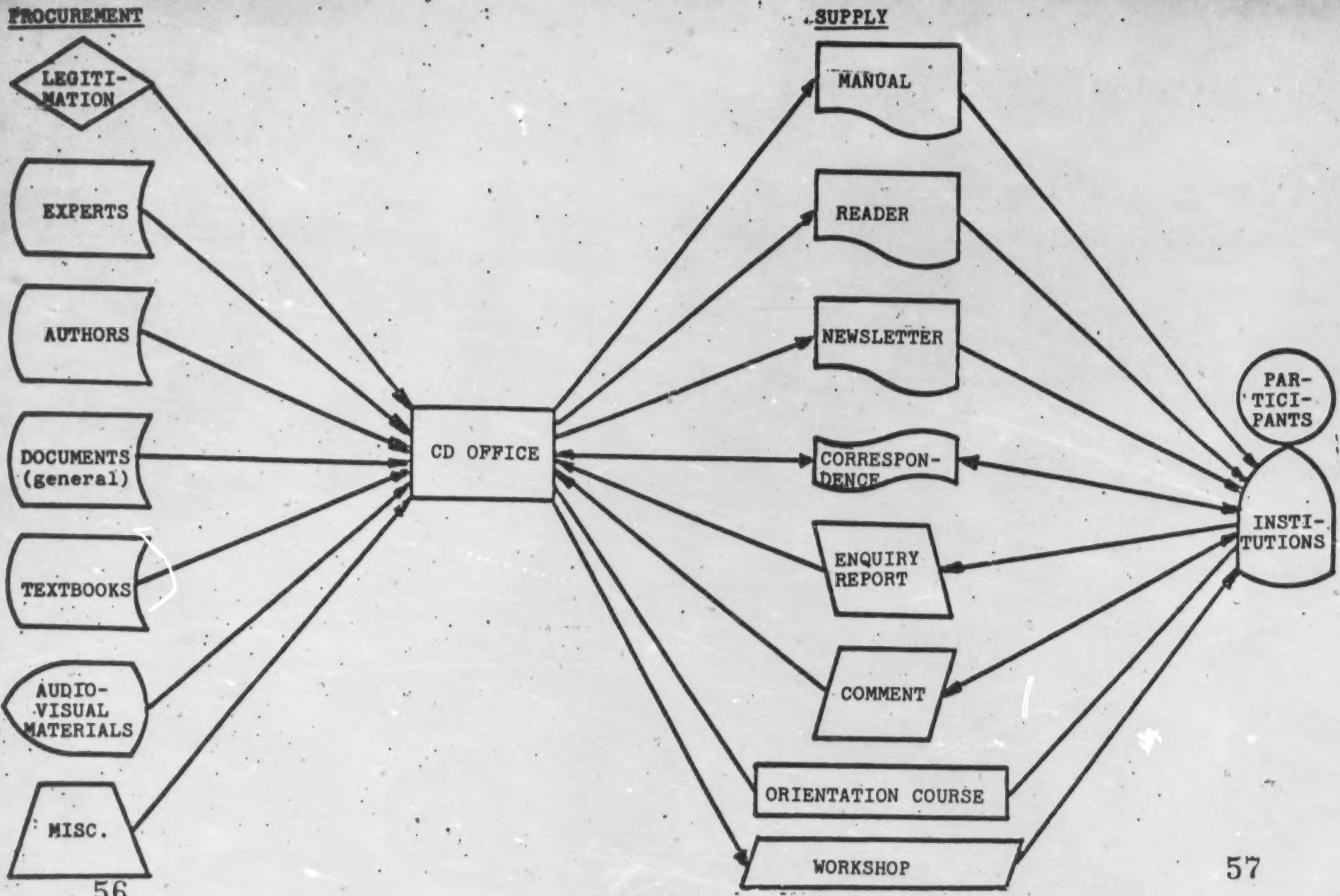
Graph 2



INTERNATIONAL ORGANIZATIONS

IIEP =International Institute for Educational Planning
NEIDA =Network of Educatinal Innovation and Documentation for Africa

CD=Curriculum Development Centre


PROCUREMENT
LEGITI-MATION
EXPERTS
AUTHORS
DOCUMENTS (general)
TEXTBOOKS
AUDIO-VISUAL MATERIALS
MISC.
CD OFFICE
SUPPLY
MANUAL
READER
NEWSLETTER
CORRESPON-DENCE
ENQUIRY REPORT
COMMENT
ORIENTATION COURSE
WORKSHOP
PAR-TICI-PANTS
INSTI-TUTIONS

Themes \ Key Qualifications	Orientation	Verbal Interchange	Analysis	Construction
Educational policy context of CD/CD institutes	ability to define own role/position within this concept	familiarising others with this context and explaining own position vis-à-vis same	ability to handle a simple model showing relationship between the educational system and the social employment system (planning game)	ability to introduce this aspect into teacher training and other CD activities
Sociocultural context of educatees for whom the curricula are to be developed	ability to relate own qualifications to this context		ability to handle a simple model serving to identify specific living conditions of educatees	
Anthropological-psychological significance of learning	clarification of own standpoint in "inheritance-environment" debate (educability problem)		educatee analysis, in particular survey of learning prerequisites	
Institutional context within which the curricula are to be implemented	identification of margins of play within this context		institution analysis, in particular survey of schoolery-related ecological and administrative factors which are determinant for the curriculum	
Alternative CD approaches	localization of own position vis-à-vis the three approaches		awareness of differences between scientific approach, centralized burocratic approach, and decentralized local level approach	familiarity with approach-specific construction principles
Criteria for measuring the degree of effectiveness of CD/ educational measures	establishing order of priority of relevant indicators		knowledge of life-quality indicators	development of concepts, criteria, instruments, and processes of evaluation
Didactic-methodical realization	awareness of own "didactic socialization"; applying didactic-methodical findings to own actions		power of judgment should be developed, particularly as regards instrumental and normative functions of didactic-methodical techniques	planning and development of instruction units, textbooks, and simple teaching materials

ACO PROPOSAL FOR A BASIC TRAINING COURSE IN CURRICULUM DEVELOPMENT

1. Preamble

Most countries in Africa today are passing through a period immediately following independence. This period is characterized by a number of features which seem to exist in all these countries. All of them have a predominantly rural population which has till now, been involved in subsistence agriculture. They have embarked on programmes of development aimed at widening their economic base. This proliferation of economic activity is continuously changing the learning needs of the population. Hence the educational system of the colonial days which seemed to be adequate during those days is no longer relevant and functional. There is an urgent need for perfecting a strategy for curriculum development that links education with development and fulfills the learning needs as they emerge from the continuous development of those countries.

In order to prepare curriculum developers of these developing countries to fulfill these tasks, it is proposed to mount courses for large scale basic training in curriculum development for personnel of curriculum centres in Africa and others involved in this kind of work.

This is in keeping with Articles III (1-3) of ACO constitution and Decision 3 of the 1st meeting of the Representative Council held in September 1976.

ACO has therefore requested KIE to submit proposals for the course which is addressed to permanent employees and associates of curriculum centres in Africa who have had no formal training in systematic curriculum development.

+This proposal was formulated at the ACO Representative Council in August/ September 1977. Minor insertious such as specific dates for the Planning Meetings have been made. The Course team will start its activities in October 1978 when the German project coordinator will have taken up his post in Nairobi. KIE as the national agency responsible and the course team are in the process of negotiations with Kenyatta University College regarding the validation of the course.

2. Course Objectives

To provide for the target population basic training in the techniques of curriculum development.

To train 500 such people within the next five years.

3. Course Content

Details of the course content will be worked out by a planning committee. This should cover topics like the following:

1) Education and Development
2) National goals of education
3) Determining educational programmes in the light of national goals.
4) Determination of Learning Needs
5) The process of curriculum development
6) Curriculum and project evaluation
7) Teacher Education for Curriculum Reform

4. Structure of the Programme

4.1. A three-part programme is envisaged. This will comprise:
(a) Basic Preparatory work by correspondence,
(b) a period of residence at KIE, and
(c) a period of concrete activity in trainees' places of work.

4.2. Training will be task-oriented and trainees' work will be evaluated at the end of each stage of the programme.

4.3. The exact duration of each stage will be worked out by a planning committee.

5. Plan of Operation

5.1. The operation of the programme is to take place in three phases:
(a) Over-all Planning

(b) Professional Planning

(c) Implementation

5.2. During the 1st phase a Committee of ten will be formed with the following composition:

2 representatives of KIE
4 representative of ACO
2 representatives of DSE/GTZ
1 representative of IIEP and
1 representative of UNESCO/BREDA

5.3. The Committee will work out details of the following aspects of the course: Structure, certification, content, faculty, budget and logistics (i.e. making proposals for the next two phases of the programme).

5.4. The 1st meeting of the Planning Committee is to be devoted to drawing an overall draft based on the guidelines given in 5.3. The meeting will take place in Nairobi in February 79.

5.5 The draft proposal will be sent to curriculum centres for comments. The committee will then meet for a second time to represent their proposals in the light of comments from ACO member-states/centres. (The second meeting will take place in Nairobi in July/August 1979.)

6. Facilities offered by KIE

KIE will offer the following facilities:

6.1. A large lecture-room which can hold up to 50 participants.

6.2. Four small seminar rooms each able to hold about 15 participants.

6.3. Library facilities.

6.4. Reprographic facilities.

6.5. Office accommodation for faculty members and for project administration staff.

6.6. Hostel facilities (in 1979) at minimal rates.

7. Personnel

7.1. Details on the overall personnel is to be worked out by the Planning Group except for any personnel that may be required for the initial activity and the first planning meeting (to be held in February 1979).

8. Budget

8.1. Initial Activities: - situational studies
- report on situation studies (ACO contribution)
- initial materials (books on curriculum development, correspondence courses, etc. (GTZ subsidy)

8.2. Transportation: (for GTZ support) Return Air fare for each of the two meeting for 8 persons:

1 Ibadan-Nairobi-Ibadan
1 Islamabad-Nairobi-Islamabad (Buea-N.Buea
1 Maseru-Nairobi-Maseru
11 Lusaka-Nairobi-Lusaka
2 Bonn-Nairobi-Bonn
1 Paris-Nairobi-Paris
1 Dakar-Nairobi-Dakar

8.3. Boarding, Lodging and Incidental Expenses: for each of the two planning meetings:
for eight persons from outside Kenya (for GTZ support). Each meeting expected to last FIVE days.

8.4. Stationery/Secretarial Support (KIE contribution)

8.5. Compilation/Dissemination of Draft Proposals: (KIE/GTZ) course team contribution)

8.6. First Meeting of the Professional Meeting (GTZ support)
Transport/Lodging/Accommodation/Incidental for 15 persons for seven days.

8.7. Servicing of 1st Professional meeting (secretarial support, stationery
- KIE/course team input

8.8. Staff for the Preparatory Phase (GTZ support)

1 full-time co-ordinator
1 full-time secretary

APPENDIX

PROGRAMME OUTLINE

Tuesday, 6 September 1977

Welcome and Opening
Dr. Dieter Danckwortt,
Director, Education, Science and Documentation Division

Presentation of participants

"Some Preliminary Remarks on the Subject of Cooperation in Educational Research and Planning in the Context of German Development Policy", Ministerialdirigent Dr. G.Kerckhoff, Federal Ministry for Economic Cooperation

"Cooperation in Educational Research and Planning", Introductory Lecture by Prof. Dr. Dietrich Goldschmidt, Max-Planck-Institute for Educational Research

Discussion

Discussion on the Correspondence Cum Residential Course (CCRC) on Curriculum Development"

Introduction: Prof. Yoloye,
University of Ibadan

Prof. Dr.K.H. Flechsig
Department of Education,
University of Göttingen

Discussion

Wednesday, 7 September 1977

Discussion on the Correspondence Cum Residential Course

Discussion on ACO/DSE programme

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BIBLIOGRAPHY

IIEP: Report: African Regional Seminar for Advanced Training in Systematic Curriculum Development and Evaluation. Achimota, Ghana, 14 July - 15 August 1975. IIEP in cooperation with ICO, SIDA, DSE, Unesco/BREDA

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Michael Bauer: Curriculum Centres in Africa. DSE: Bonn, 1978 (in preparation)

Charles Kalugula and Peter Sachsenmeier (eds.): Techniques of Curriculum Development. Institute of Education, Daressalaam, Tanzania, 1978 (Report of the Workshop on Techniques of Curriculum Development, jointly organized by the Institute of Education, Tanzania, and the German Foundation for international Development, on behalf of the African Curriculum Organization; November/December 1977)

Peter Sachsenmeier(Ed.): Basic Education: Reflections on Participatory Curriculum Development and Planning with contributions by Peter Sachsenmeier, Josef Müller, Annemarie Welzel. Bonn 1978, 53 pages. (DOK 954 A/a-IIA-B 4/78)

Peter Sachsenmeier and Malamin O. Sonko (eds.): Curriculum Materials Production. Report of the Workshop on Curriculum Materials Production, jointly organized by the Curriculum Development Centre Banjul, The Gambia, and The German Foundation for international Development (DSE), on behalf of the African Curriculum Organization (ACO), Banjul 17 July - 4 August 1978, Curriculum Development Centre, Banjul 1978 (approx. 600 pages, in preparation)

Wolfgang Gmelin: Curriculumentwicklung und Evaluierung in frankophonen Ländern Afrikas. Report on the Preparatory Meeting in Dakar for the "Seminare de Formation a L'Intention des Pays Africaine Francophones et Lusophones" (IIA-K3/78), Bonn 1978, 21 pages. (DOK 946 A-IIA-IT 7/78)

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ABSTRACT

This paper offers a variety of approaches to teaching the concept of time. Many social studies courses traditionally emphasize time as measured by clocks and as useful for recording when events occur in relation to each other. In addition to this approach, the author suggests that students should reflect upon four other modes of time. These are concepts of time as present, as past, as perspective, and as simultaneity and succession. A number of techniques can be used to illustrate these modes. Present, or short-term time, can be understood by focusing on specific activities of the moment. Comparisons of various reports of the same current event may be made. Although calendars, diaries, and time lines usually illustrate long-term time, biological interpretations of past time can be more personal. Students may chart their own or some other person's biorhythm, which is the innate cycle of physical, emotional, and cognitive rhythms. To direct thinking toward the problem of time as perspective, case studies of cultural concepts of time and creation are effective. Time as simultaneity and succession is imaginative time; it is the time in which events occur at the same time. Life studies, interviewing people about their concept of time, and examining allusions to time in literature provide understanding of imaginative time. Such transformations of student understanding result in the knowledge that time is a subjective concept and that individuals are the true source of time concepts. (KC)

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THE MYTH OF TIME

By James Hantula

Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978).

SO-011434

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The Myth of Time

James Hantula

In order to illustrate facts, to control them more effectively, to influence attitudes, and to inculcate values, educators use various devices. One of these devices is myth. Myth is a pretense that something is real when it is not. The functions of myth include: reconciliation of student consciousness with the world as it is; rendering the world according to an image; enforcement of a moral order; and reinforcement of an individual's integrity. As in the education of the ancients, myth is a lodestone in today's education.

Thanks to the media, myth is becoming increasingly important in the world of the elementary and secondary student. This world abounds with mysterious forces and demons. Currently popular are astrology, UFOs and psychic "reality." A recent television special explored the "unknown" by depicting the "reality" of psychic painting, psychic photography, communication with the dead, regression to an earlier time, levitation, fire walking, and psychic surgery. A popular movie described close encounters of the "third kind."

Less fanciful, perhaps, are the myths included in the social studies curriculum. One of the more common myths is the myth of time. Some teachers claim time is the monomyth around which the social studies curriculum revolves. Others treat time as a concept which organizes the past, present, and future. A few recognize time as a metaphor which is used for illustrative and explanatory purposes. In practice, however, a mask is often mistaken for the face of time.

In particular, the mask of clock time tends to be reified as a "fact of life."

Indeed, the official oracle for social studies teachers appears to sanction instruction only about the myth of clock time. The oracle's mandate is clear: social studies teachers "must provide for both an understanding of how time is measured and accumulation of specific, definite date-events which are useful as points of orientation."[1] Appropriate guidance is provided on "how to do it."[2] Examples of those who have done "it" are cited.[3] Research is conducted to confirm the continuing need to do "it" in the classroom.[4]

Curiously, inquiry into the widespread influence of this myth on the behavior of people is seldom recommended. Few examples are reported on investigations into the click-clunk of punch-in and punch-out clocks; the time-freeway known as the "six o'clock news"; the regularity of viewing television; the need for "keeping time" with the signal from Greenwich; the uniformity of time lines and reference systems; the blending of past, present, and future, the requirement of punctuality at school and work.

In contrast, when instruction does bring out wrinkles of inquiry on student faces, interrobangs of time expansion are activated.[5] Graphically represented by the merging of the exclamation and interrogation marks (‽), interrobangs are mental time variations from some state of equilibrium. Unlike digital watch time interrobangs are marks of "questioning-uncertainty." Often below the cognitive and perceptual thresholds of most students, interrobangs are time experiences outside of clock time.[6]

Unfortunately, many interrobangs in student experience are often dismissed with the observation that:

All things the living and countless lapse of time

Bring forth, displays, then hides once more in gloom.[7]

Accordingly, the temporal flow of events is taught to be irresistible, sublime, and infinite. The more intractable empirical findings drawn from experience are ignored in reverence for cultural ancestors.[8]

As a result, some learning activities about clock time become inductive lessons in the myth of fatalism. These learning activities invoke, incorrectly, the laws of logic in explaining events. The usual formulation of the law of the excluded middle, for example, is a synthetic proposition which makes the myth of fatalism appear to be reality. An analytic formulation, however, renders fatalism a myth. With this formulation, time is not learned as efficacious; without is not reinforced as the locus of control.[9]

To counter these baleful effects in learning about clock time, the teacher can bring out wrinkles of inquiry by providing opportunities for interrobangs of time expansion. These interrobangs enable students to reflect upon four modes of time:

Time as Present;

Time as Past;

Time as Perspective; and

Time as Simultaneity and Succession.

Time as Present is short term time; it is the time that is always now (or just then was now). Time as Past is long term time; it is the time that is duration. Duration is the normal experience of time passing, of hours lengthening, or shortening, or a recent event seeming a long time ago. Time as Perspective is cultural time; it is the time that is the temporal perspective of a particular culture. Time as Simultaneity and Succession is imaginative time; it is the

time in which events occur at the same time. Essentially, Simultaneity and Succession is immanent time.[10]

A variety of techniques and devices can be used to foster these interrobangs of time expansion. Interrobangs of short term time, for example, can focus of specific activities that are carried out now. A moment at lunch, an assembly, in a class, or at a game can be recalled by a drawing, photograph, video tape, or film. Storyboards can be created for recalling the events of the day, a field trip, or sequence followed in solving a problem. The storyboard can be in the form of pictures or a flow chart.[11]

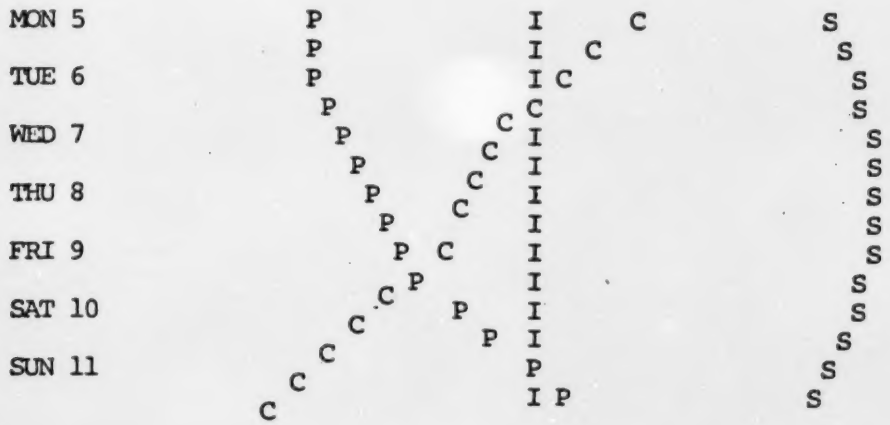
Virtually every current events discussion provides another opportunity for interrobangs of short term time. The discussion can be initiated with "news" articles. During the discussion, pseudo events can be distinguished from real current events. A report on a major current event by a "checkbook journalist," for example, can be compared with other reports of the same event to determine: (1) if the event is real and current, (2) which report describes the event best.

Techniques and devices for fostering long term time include calendars, diaries, time capsules, time lines, and time pieces. Too often, however, these interrobangs tend to encourage associations of abstractions with hypothetical eras. To achieve more meaningful associations, a useful technique is to direct individual inquiry into different topics of history. During the inquiry, students are required to invent an appropriate time system to classify the events under study.[12]

More personal are biological interrobangs of long term time.

Allegedly, biological clocks tick with invisible rhythms which "underlie most of what we assume to be constant in ourselves and the world around us."[13] The rhythms are repeatable, recurring cadences, flowing in life. Typically, three basic rhythms are identified: physical, sensitivity, and cognitive. Together, they make a bio-rhythm--an "innate, medically proven, physiological cyclic reality."[14]

A biorhythm begins on the day of birth and can be plotted for any period of time. A complete biorhythm includes, at a minimum, one cycle for each rhythm. A physical cycle (P) consists of twenty-three days, a sensitivity cycle (S) of twenty-eight days, and a cognitive cycle (C) of thirty-three days. Peak energies occur during a high phase of a cycle (+), limited energies during a low phase (-). The first day and median day (0) are critical days in each cycle.[15] A partial biorhythm is plotted below:



Birthday: January 9, 1913

Plot Starting Date: August 5, 1974

Resignation Date: August 9, 1974

Although of doubtful validity, a biorhythm does spark discussion of biological clocks in past and present. A personal biorhythm can be quickly plotted with the aid of reference books or a computer.[15] A biorhythm can also be plotted for others. The biorhythm plotted above, for example, is of former President Nixon during his last week in office. Using his biorhythm as a springboard for inquiry, students discover the biological explanation of his resignation is a moot question about the experience of time.

Interrobangs of cultural time can be effectively expanded in a case study. In the case study, distinctive commentaries from several Great Traditions are included. To stimulate learning, each commentary is drawn from a different medium. To develop effective thinking about the problem of cultural time, students are directed to describe, compare, and evaluate the commentaries. Using a taxonomy, sample questions are provided. During class discussion, explanations are evaluated as true, false, true or false.[16]

Illustrative of a case study of cultural time is "Time's Encomium." In this case study, relevant primary sources from the Great Traditions of Asia are identified. Extracts from the Great Traditions of China, India, and Japan are replicated. The extracts include a description of the Five Agents (China), a description of Brahama's bringing upon the time of universal dissolution (India), and several haiku pertaining to the seasons (Japan). The extracts are compared to an American view of time expressed by examples of electronic music.[17]

A similar approach is used in a case study entitled "In the Beginning." In this case study, relevant primary sources from the Great Traditions of Europe are identified. Extracts from the writings

of selected ancient Greek and Roman philosophers are replicated. The extracts include a description of the Law of Change (Heraclitus), the creation of time (Plato Timaeus), time as measure (Aristotle Physics Book IV), time and eternity (Plotinus Third Ennead). The extracts are compared to the views in Genesis and St. Augustine (The Confessions, Book 11).[18]

Interrobangs of imaginative time enable students to construct the same temporal events simultaneously in different ways. With the acquisition of language and verbo-motor concepts, these interrobangs are reconstructed into concepts as soon as the order of successions is deduced from the colligation of duration and vice versa. Understanding these concepts is tantamount to freeing oneself from the present and imagining time is reversible; time can be retraced in either direction.[19]

Student imagination about time can be expanded by reflecting upon relevant literary expressions. Poetry, for example, abounds with imaginative allusions to time. With appropriate guidance by the teacher, students are "turned on" with the following poetic expressions of sacred and profane time.

> It is not in time that my death shall be known:
> It is out of time that my decision is taken
> If you call that decision
> To which my whole being gives entire consent.[20]

> Goodness me, the clock has struck
> Alackday, and fuck my luck.[21]

> and in a mystery to be
> (when time from time shall set us free)
> forgetting me, remember me[22]

Expressions of time awareness can be drawn from other disciplines for student reflection.[23]

Interrobangs of imaginative time can also be expanded through life studies of a person's view of time. Examples of life studies can be provided by the teacher or, preferably, written by students. In writing a life study, a student interviews a significant other. The interview includes discussion of the following questions:

Is the past, present, or the future more important to you?

Do you think there is a connection between the past, present, and future?

What is one word which you associate most often with the word "time"?

The student's task is to observe, describe, and record accurately the interview. The validity of the life study is checked by the person under study.[24]

Student insight into time can be extended further by translating the time perspectives described in life studies into pertinent hypotheses for inquiry. The hypotheses may include:

1. The past is more important to males than females.
2. Junior high school and senior high school students think there is a connection between the past, present, and future.
3. The word which is most often associated with the word "time" is the word "clock."[25]

Subsequent inquiry proceeds in two stages: gathering relevant information, supporting descriptions, and appropriate criteria; testing the hypothesis and making a warranted generalization.

Reinforced with other techniques and devices, interrobangs are

catalysts for extending skills in processing information about short term, long term, cultural, and imaginative time. Affective skills are extended by identifying the diverse images which dot the firmament of time. Cognitive skills are extended by testing hypotheses and using analytic explanatory principles. These skills are springboards to understanding mind as fallible and permanence as a concept.[26]

Genuine transformations of student understanding result in recognition of the mystery of time as the mystery of individuals. The mystery is that the world is as it is--the source of joy and sorrow, hope and fear, creative and degenerative development. Its contingency, into which time enters, is congruous with individuals. Individuals determine the quality of life in the world and the direction of change. Individuals are the source of creativity.[27] In their faces, wrinkles of inquiry are actualized by interrobangs of time.[28]

Notes

1. National Council for the Social Studies Yearbook (Washington, D.C.: National Council for the Social Studies, 1963). This mandate is repeated from an earlier Yearbook (1953) and in a later Yearbook (1965).
2. National Council for the Social Studies "How to Develop Time and Chronological Concepts," How To Do It Series, 22 (Washington, D.C.: National Council for the Social Studies, 1964.)
3. One example is Frank Keetz "A Case for Time Perspective," Social Education, March 1972, pp. 238-241.
4. A brief summary of research is provided by Joseph Decaroli "Time and Chronology," Social Education, March 1972, pp. 312-313.
5. Thomas J. Bruneau, "Time and Nonverbal Communication," Journal of Popular Culture, Winter 1974, pp. 658-666.
6. Other uses of time which merit inquiry are described in David F. Gillespie and Alden E. Roberts "The Use of Time in the Study of Popular Culture," Popular Culture Methods, 3, 1975, pp. 5-7.
7. Sophocles, Ajax, 646-647.
8. See Elizabeth L. Eisenstein in "Clio and Chronos," History and the Concept of Time (Middleton, Connecticut: Wesleyan University Press, 1966), pp. 36-64.
9. See the discussion of the law of the excluded middle by Stephen M. Cahn, Fate, Logic, and Time (New Haven: Yale, 1967).
10. These modes are described further by Robert E. Ornstein, On the Experience of Time (Baltimore, Maryland: Penguin Books, 1969), Chapter 1. A different perspective on time is provided by John E. Orme, Time (New York: American, 1969).

11. Many more techniques are suggested by James V. Bruni and Helen J. Silverman, "Developing Intuitive Ideas About Time," The Arithmetic Teacher, December 1976, pp. 582-591.
12. This technique has been attributed to Sigmund Diamond who used it in teaching a class in American history. Noted by Siegfried Kracauer, "Time and History," History and the Concept of Time (Middleton, Connecticut: Wesleyan University Press, 1966), p. 68.
13. "Biological Clocks," Today's Education, October 1971, p. 40.
14. This claim is made by Rosemarie Stewart in The Best Days of Your Life (New York: Pyramid Books, 1977), p. 9.
15. Directions for making a biorhythm are included in Ibid. A biorhythm can easily be generated on a Hewlett-Packard 2000 computer by using the "BIOSIN" produced at the Lawrence Hall of Science (Berkeley, California: Regents of the University of California, 1971).
16. A useful source of commentaries is J. T. Fraser, ed., The Voices of Time (New York: Braziller, 1966).
17. A case study drawn from the Great Traditions of Asia is provided by James Hantula in "Time's Encomium," Focus on Asian Studies, Spring 1977, pp. 17-20. Additional commentary on the Hindu and Buddhist tradition in India is provided in S.G.F. Brandon, History, Time and Diety (New York: Barnes, 1965) Chapter 1.
18. Alternative extracts for the case study "In the Beginning," are the "Epicycles" of myths, stories, and parables in Parabola, 2, 1977, pp. 41-51. Also see Charles M. Sherover, The Human Experience of Time (New York: New York University Press, 1975).

19. Jean Piaget, The Child's Conception of Time (New York: Basic Books, 1927).
20. Quoted from Thomas Becket in Maurice Friedman, To Deny Our Nothingness (New York: Delacorte, 1967), p. 105.
21. Kurt Vonnegut, Jr., Slaughterhouse Five (New York: Delacorte Press, 1969), p. 85.
22. E. E. Cummings, "In Times of Daffodils Who Know," 95 Poems (New York: Harcourt, Brace & World, 1958), p. 16.
23. A useful source of expressions of time awareness in various disciplines is J. T. Fraser, Of Time, Passion, and Knowledge (New York: Braziller, 1975).
24. Examples of life studies are noted in Thomas J. Cottle and Stephen L. Klineberg, The Present of Things Future (New York Free Press, 1974).
25. Other hypotheses are suggested by Leonard W. Doob, Patterning of Time (New Haven: Yale University Press, 1971). Some of these hypotheses have been tested in research. Differences, for example, between males and females were investigated by Thomas J. Cottle, Perceiving Time (New York: John Wiley, 1976).
26. According to S. Toulmin, Discovery of Time (New York: Harper, 1965), the view that permanence is only a concept is the modern view.
27. John Dewey, "Time and Individuality," Time and Its Mysteries, Series II (New York: New York University Press, 1940).
28. An example of a real individual whose inquiry was actualized by interrobangs of time was Alan Watts. His inquiry is recorded in Time (Millbrae, California: Celestial Arts, 1975).